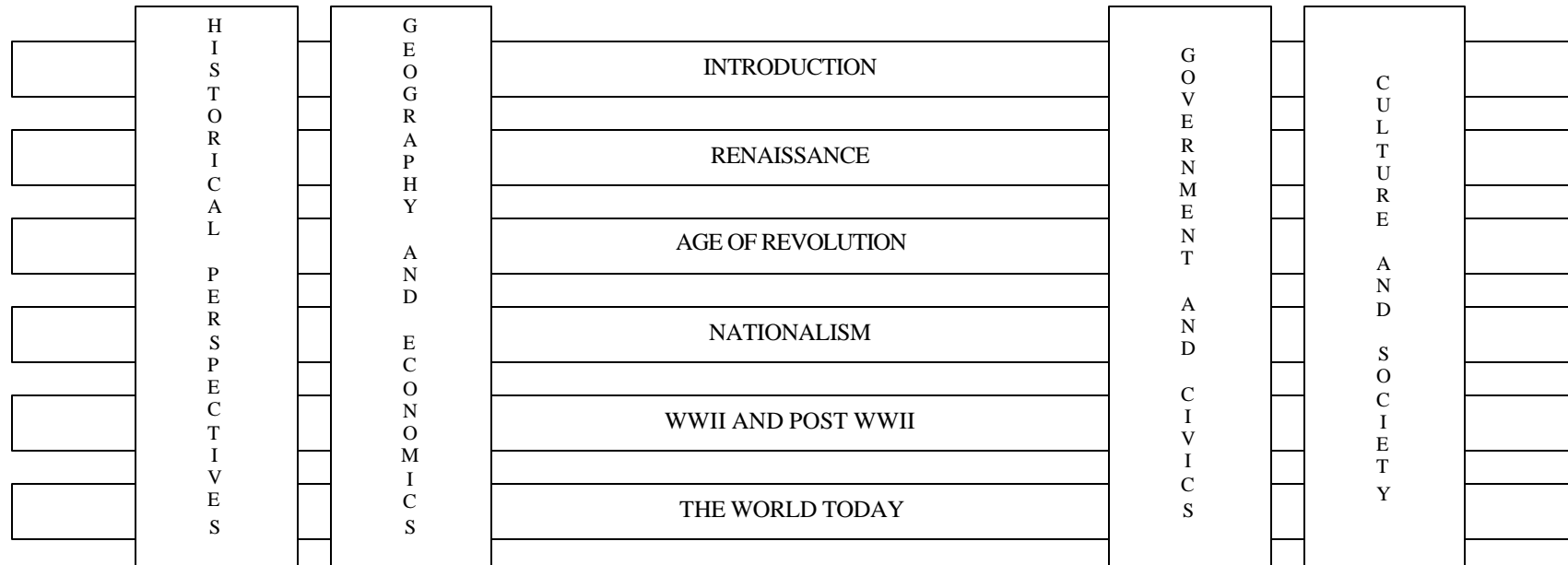


High School Social Studies Curriculum World Civilization / World Studies -- Grade 10

Description:

Tenth grade social studies will focus on World Civilizations. This will provide students with the opportunity to learn about the history of the world from the Renaissance to the world today. The course of study will allow students to trace the development of the world's economic systems, examine how the geography of the world has influenced its' development, and explore how the world has emerged with diverse cultures.



Course Questions :

Our primary goal of this course is to help students discover the tools, processes, methods, and techniques to think historically. To achieve this the following course long questions were designed to be considered through all units of study:

- a) How do past events shape present and future decisions to help students develop an appreciation and understanding of World Civilization as a discipline of study?
- b) How do past events help American citizens make responsible, informed choices in the world today?
- c) How does the study of World Civilization shape a better understanding of today's world to help people communicate with each other, gain a tolerance and respect for each other, and resolve conflicts?

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> How have developments in early culture, philosophy, government, society, and religion impacted the modern world? What factors have led to the need to develop civilization (e.g. government, geography, economics, religion, and conflict)? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Understand the interpretive nature of World History Using a variety of tools to explore World Civilization. Conflicts among forms of government and how they impacted historical events. Recognize that nations deal with scarcity by making choices that have consequences. Understand that the basic economic problem confronting individuals, societies, and nations is scarcity or the imbalance between unlimited wants and limited resources available to satisfy those wants. Understand historical change in geographic patterns. Recognize how to locate and gather geographic information using primary and secondary sources. Understand that human and physical features of the earth's surface can be identified by absolute and relative location. Analyze the distribution of human and physical characteristics on earth's surface. Use geographic tools to analyze patterns resulting from the movement of people on earth's surface. Understand how geography effects the way nations deal with the issues of production, distribution, and consumption. 	<ul style="list-style-type: none"> Purpose of historical study Major world religions The cultural, governmental, and geographical impact on early Civilizations Contributions of Greeks and Romans to modern thought Awareness of early civilizations in other regions of the world 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Work in small cooperative groups. Each group will be assigned an early civilization. Their task is to research, analyze and report the influence of geographical, economic, and religious factors on these civilizations. Students will also discuss the connections to the modern world. Create a chart of major world religions. Assume roles for a panel discussion of major world religions. Work in small groups and respond to current issues from the perspective of the assigned religion. Create a list explaining why it is important to study history, using a list of 20 short descriptions from historians. Use the Internet to research current world conflicts and do a feature article analyzing the root of the conflict (religious, economic, political, etc.) (Writing Portfolio - Transactive)

Course/Grade: **World
Civilizations**

Unit: **The Renaissance, Reformation and
Exploration/Emergence of the Modern
World**

Suggested Length: **5 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> 1. What is a Renaissance, and how did this changing view of the world impact culture, science, religion, government, etc..? 2. How did the Renaissance, Reformation, and Age of Exploration contribute to the emergence of the modern world? 3. Why do people explore? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> • Examining the significant era (Renaissance, Reformation, Age of Exploration) • Explore ways in which belief systems, knowledge, technology, and behavioral patterns define cultures, and help to explain historical perspectives and events. • Recognize ways in which social institutions influence and respond to human needs in various societies. • Examine ways in which cooperation, conflict, and competition occur as cultures interact. • Examine the impact of groups and individuals • Examining the impact of science and technology on human societies. • Recognize geography and how it influences historical events • How material wealth changed living standards for various peoples. • Recognize that as a result of scarcity, individuals, societies and nations must make choices/ decisions which result in consequences. <p><i>Core Content:</i></p> <ul style="list-style-type: none"> • During Renaissance and Reformation people began to question their place in the universe • New ideas and technologies led an age of exploration by Europeans that brought 	<ul style="list-style-type: none"> • Definition of Renaissance and relationship to Middle Ages • Renaissance writers and artists • Protestant Reformation • Catholic Reformation • Culture and daily life • Growth of science • Reasons for exploration • European exploration (Portugal, Spain, England, France, Dutch, etc.) • Importance of technology on exploration • The impact of exploration on the world 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Produce museum exhibits (display boards with photo and text layouts, models, interactive audio-visual props, manipulative exhibits, brochures, power point displays, web pages, theater, costuming , food preparation, subject tests, • Create a class banner of the Renaissance values and ideas and present these to the class. • Read selections by Renaissance writers and take on roles of these writers. Present these ideas to the class for debate. • View films dealing with Renaissance, and Reformation and respond to the following academic essay prompt: Defend or oppose the statement, the Renaissance and Reformation led to the emergence of the modern world. • Make a flow chart demonstrating how the Renaissance created a change in society. • Create a chart of explorers and their achievements. Research a 20th Century explorer and write a feature article comparing the modern explorer to the explorers of the Age of Exploration. (Writing Portfolio - Transactive)

Course/Grade: **World
Civilizations**

Unit: **The Renaissance, Reformation and
Exploration/Emergence of the Modern
World**

Suggested Length: **5 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	significant change to regions of the world.		

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> Why does revolution occur? How have the major revolutions contributed to the modern world? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Examining significant era (Age of Revolution) Analyze social, political, and economic characteristics of eras in World Civilizations. Analyzes causes and consequences of political revolution. Analyze economic concepts and understand their nature in relevance to different economic situations. <p><i>Core Content:</i></p> <ul style="list-style-type: none"> How the Age of Revolution brought about changes in science, thought, government, and industry, that shaped the modern world. 	<ul style="list-style-type: none"> English Revolution American Revolution French Revolution Industrial Revolution Enlightenment (thinkers, writers, ideas) Influence on thought, government, people, science, and economy 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Use statements about political thoughts from Locke, Montesquieu, Voltaire, Rousseau to explain if these are revolutionary ideas and defend their view. Read the background for the American Revolution (without disclosing the actual countries involved) and write an editorial in a newspaper whether they are for or against it. Following the writing assignment they will be told it was the American Revolution, and a discussion will follow to determine a change in perspective. Be divided into the 3 social classes during the French Revolution. Each group will develop questions about the Revolution and ask questions to the other groups. If answered incorrectly, a group member is “guillotined”. The group with the remaining member, wins the revolution, and becomes the leader. Students will write a summary about what the new society will be like under new leadership. Create a timeline of all the revolutions and chart of results.

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> How has the development of nationalism, militarism, and imperialism influences the events of world history? What factors in society cause government policies and leaders to emerge? How can the lessons from past conflicts teach us about today's world and decisions needed for a global society? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Examining significant eras (nationalism, militarism, imperialism) Understand the forces that allowed some economic systems to grow while others declined. Understand how factors such as locations of resources, markets, technology, influence human settlement. Understand location of human features on the Earth change over time. Describe the movement of world population and its impact on events. Students will recognize causes and consequences of nationalism, militarism, and imperialism Analyze how increase productivity resulted in the accumulation of material wealth and changed living standards for various people, civilizations and nations. Analyze how individuals and nations deal with the issues of production, distribution, and consumption. Recognize how attempts to acquire territory and resources have resulted in national and international conflicts. Recognize that all nations confront the problem of scarcity. Analyze how nations wealth and consequent trade potential are tied to its resources. <p><i>Core Content:</i></p> <ul style="list-style-type: none"> Nationalism, militarism, imperialism led 	<ul style="list-style-type: none"> Definition of nationalism, militarism, imperialism Roots of unification of Italy, Germany, Russia, and Austria-Hungary Roots of European imperialism in Africa, South and East Asia, and the Pacific rim World War I (causes, results) Russian Revolution Creation of new Europe Political tensions following WWI World depression Rise of totalitarian governments 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Create a timeline of events about European unification, which will be placed on a timeline. Write their own political philosophy, after examining viewpoints of government during this time period. Students will try to see if they are able to find examples of nationalism, militarism, and imperialism in the U.S. today. Complete a blank map of Africa, and Asia by working in small groups. Groups will draw names of the countries on the map and discuss which European nation entered that country, and how it effected this part of the world. Research and role-play the interests of leaders of European countries before World War I, and will defend how they will respond to the shooting of a high-ranking official of one of the other countries. They are to take into account their allies, economic and political interests. Write a speech for/against the Russian Revolution after doing research. They will write from the viewpoint of one of the following groups: peasant farmer, old government worker, military, aristocrats etc. Role-play the main interests at the Treaty of Versailles, and establish a League of Nations. Interview a person who lived through the American Depression (or use primary source documents). They will research the Depression in the rest of the world and write a feature article comparing/contrasting the two. (Writing Portfolio - Transactive) Prepare a speech to deliver to the House of Representatives on how to deal with the rise of totalitarian governments in Europe. The speech should focus on why they came to power, and the potential impact it could have on the world.

Course/Grade: **World Civilizations** Unit: **Nationalism, Militarism, Imperialism** Suggested Length: **5 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	to world conflicts, economic booms and busts, and the rise of totalitarian governments.		

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> How did World War II shape the modern world? Does peace justify war? How do geography, economics, political systems, etc. create war? Was the world made a safer place after World War II? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Examine significant eras (technological age, Post World War II) Understanding cause and effect relations and multiple causation. Explore ways in which stability and peace are pursued in our world. Analyze problems of ethnocentrism, stereotyping, and prejudice. <p><i>Core Content:</i></p> <ul style="list-style-type: none"> After WWII the United States and Soviet Union emerged as world leaders. New nations formed in Europe, Asia, Africa, and the Middle East. 	<ul style="list-style-type: none"> Causes of WWII Main events of WWII Conclusion of WWII Holocaust Influence of WWII on Africa, and Asia Aftermath of war in Europe/effects of the war Origins of the Cold War Effects of Cold War on policy Formation of United Nations Formation of new countries after WWII 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Take a tour of the Holocaust Museum online. Following this tour, students will evaluate the alternate view that such an event did not happen. Work in-groups and respond to open response questions dealing with events leading to WWII and how they would deal with them. Create a map of the major battles and events of WWII. Once the map is completed, students will explain the effect the war had on the lives of the people involved. They will also create a post-war map of the world comparing the differences. Research Cold War events and present them to the class. The presentation must include a political cartoon, and must express how this event was driven by the “Cold War” conditions. Write a poem or create an artistic piece reflecting war. (Writing Portfolio - Creative) Develop a mock U.N. and settle a dispute.

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> 1. What challenges face the world in an ever changing environment? 2. What impact has science and technology had on society? 3. Why is it important to understand other cultures in an interdependent world? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Analyze the challenges created by an increasing interdependent world. Recognize the role of cross-cultural understanding in working toward world stability and peace. Explore ways in which stability and peace are pursued in an interdependent world. Examine ways in which modern governments do or do not preserve and protect the rights and liberties of their constituents. Explore how international trade and multinational corporations have led to the emergence of a global economy. Recognize that markets and economic institutions exist to enable buyers and sellers to exchange goods and services. Understand how the activities and beliefs of different cultural and social groups effect the use, form, and characteristics of landscapes. Understand how forms of government view and interact with various cultures. <p><i>Core Content:</i></p> <ul style="list-style-type: none"> The second half of the 20th century was characterized by rapid social, political, and economic changes that created new challenges for the world. Mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study, and the media bring new geographic 	<ul style="list-style-type: none"> Modern Asia (communist China, Hong Kong, Tienamen Square, Vietnam, Korea, Japan) Modern Africa and the Middle East (African nationalism, famine, Israel, Iran, Iraq, instability in the Middle East, Oil crisis) Concerns in the modern world (population, environment, resources, human rights, political instability, health concerns) World organization after the Cold War Globalization of the world (economy) Modern Latin America (Organization of American States, Mexico, Nicaragua, Panama, Columbia, Cuba, problems and concerns) Impact of science and technology on the world 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Work in small groups. They will research countries in modern Asia, Africa, and Latin America and write a summary of that countries' concerns, to be presented to a world council. Write an editorial about whether or not U.S. involvement in crisis regions is truly in our best interest (Samalia, Iraq, Kosovo, etc.) (Writing Portfolio - Transactive) Defend problems facing the world today and also defend potential solutions to these problems. Participate in discussion groups and provided a list: transportation, space, medicine, business, industry, environment, and agriculture. They will discuss how these are influencing the decisions made in the modern world. Create a video newscast of current events throughout regions of the world. Participate in a "Jeopardy" quiz game over knowledge of modern day cultures. Defend/oppose the statement "English should be made the official world language."

Course/Grade: **World Civilizations**

Unit: **The World Today**

Suggested Length: **5 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	information.		